Stage 5 Korean

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This assessment task accompanies the unit starter ‘Building an eco-friendly city’ available on the [Stages 4 and 5 Korean section](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/languages/s4-5/language-specific-support/korean#sidenavigation_auto) of the NSW Department of Education’s website.

# Let’s build an eco-friendly city! – 친환경 도시를 만들어요!

## Outcomes

Outcomes to be assessed:

* **LKO5-4C** – experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences
* **LKO5-6U** – demonstrates understanding of how Korean writing conventions are used to convey meaning
* **LKO5-9U** – explains and reflects on the interrelationship between language, culture and identity

All outcomes referred to in this assessment task come from the [Korean K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/korean-k-10-2018) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

## Task description

There are 3 different suggested assessment of learning tasks to cater for the 3 learner pathways – students learning Korean as a second or additional language, students with prior learning and/or experience in Korean and students with a background in Korean.

### Students learning Korean as a second or additional language

**Assessment of learning task –** you are interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, with detailed labels and at least 3 reasons for your choices. **LKO5-4C, LKO5-6U, LKO5-9U**

### Students with prior learning and/or experience in Korean

**Assessment of learning task –** you are interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, including detailed labels, at least 3 reasons for your choices and the impact these would have on the environment. **LKO5-4C, LKO5-6U, LKO5-9U**

### Students with a background in Korean

**Assessment of learning task –** you are interested in a career in architecture and want to showcase your talent to a future employer. Design an eco-friendly house. Drawing from traditional Korean housing techniques and your research on sustainability, present a 2D plan of your proposed eco-friendly house to your future employer, including at least 3 detailed labels about key features and 4 reasons why your design should be considered above others. **LKO5-4C, LKO5-6U, LKO5-9U**

## Marking guidelines – version A

### Students learning Korean as a second or additional language

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LKO5-4C – experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-designed and detailed eco-friendly house plan, drawing on an extensive range of appropriate vocabulary, linguistic structures and features with highly detailed information including:   * labels of key features * descriptions of key features * at least 3 reasons for the choices. | Creates a well-designed and clear eco-friendly house plan, drawing on a thorough range of appropriate vocabulary, linguistic structures and features with detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices. | Creates a clear eco-friendly house plan using a sound range of appropriate vocabulary, linguistic structures and features, with some detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices. | Creates an eco-friendly house plan using some learned vocabulary, linguistic structures and features including:   * labels * descriptions of key features * 2-3 reasons for the choices. | Attempts to create an eco-friendly house plan, with some words and/or sentences, including some of the following:   * labels * descriptions of the plan * 1-2 reasons for the choices. |
| LKO5-6U – demonstrates understanding of how Korean writing conventions are used to convey meaning | Writes with a high degree of accuracy and correct character formation. Uses correct punctuation consistently. | Writes with accuracy and mostly correct character formation. Uses correct punctuation most of the time. | Writes with some degree of accuracy and some evidence of correct character formation. Uses correct punctuation some of the time. | Writes with basic accuracy and limited attempt at correct character formation. Sometimes uses *romaja* in place of characters. Uses basic punctuation. | Attempts to write some characters with limited accuracy. Often uses *romaja* in place of characters. Uses limited punctuation. |
| LKO5-9U – explains and reflects on the interrelationship between language, culture and identity | Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using some:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using minimal:   * terminology of Korean housing * historical and cultural references. |

## Marking guidelines – version B

### Students learning Korean as a second or additional language

|  |  |
| --- | --- |
| Criteria | Grade |
| Creates a well-designed and detailed eco-friendly house plan, drawing on an extensive range of appropriate vocabulary, linguistic structures and features with highly detailed information including:   * labels of key features * descriptions of key features * at least 3 reasons for the choices.   Writes with a high degree of accuracy and correct character formation. Uses correct punctuation consistently.  Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **A** |
| Creates a well-designed and clear eco-friendly house plan, drawing on a thorough range of appropriate vocabulary, linguistic structures and features with detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices.   Writes with accuracy and mostly correct character formation. Uses correct punctuation most of the time.  Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **B** |
| Creates a clear eco-friendly house plan using a sound range of appropriate vocabulary, linguistic structures and features, with some detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices.   Writes with some degree of accuracy and some evidence of correct character formation. Uses correct punctuation some of the time.  Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **C** |
| Creates an eco-friendly house plan using some learned vocabulary, linguistic structures and features including:   * labels * descriptions of key features * 2-3 reasons for the choices.   Writes with basic accuracy and limited attempt at correct character formation. Sometimes uses *romaja* in place of characters. Uses basic punctuation.  Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using some:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **D** |
| Attempts to create an eco-friendly house plan, with some words and/or sentences, including some of the following:   * labels * descriptions of the plan * 1-2 reasons for the choices.   Attempts to write some characters with limited accuracy. Often uses *romaja* in place of characters. Uses limited punctuation.  Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using minimal:   * terminology of Korean housing * historical and cultural references. | **E** |

## Marking guidelines – version A

### Students with prior learning and/or experience in Korean

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LKO5-4C – experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-designed and detailed eco-friendly house plan, drawing on an extensive range of appropriate vocabulary, linguistic structures and features with highly detailed information including:   * labels of key features * descriptions of key features * at least 3 reasons for the choices and the impact these would have on the environment. | Creates a well-designed and clear eco-friendly house plan, drawing on a thorough range of appropriate vocabulary, linguistic structures and features with detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices and the impact these would have on the environment. | Creates a clear eco-friendly house plan using a sound range of appropriate vocabulary, linguistic structures and features, with some detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices and the impact these would have on the environment. | Creates an eco-friendly house plan using some learned vocabulary, linguistic structures and features including:   * labels * descriptions of key features * 2-3 reasons for the choices and the impact these would have on the environment. | Attempts to create an eco-friendly house plan, with some words and/or sentences, including some of the following:   * labels * descriptions of the plan * 1-2 reasons for the choices and the impact these would have on the environment. |
| LKO5-6U – demonstrates understanding of how Korean writing conventions are used to convey meaning | Writes with a high degree of accuracy and correct character formation. Uses correct punctuation consistently. | Writes with accuracy and mostly correct character formation. Uses correct punctuation most of the time. | Writes with some degree of accuracy and some evidence of correct character formation. Uses correct punctuation some of the time. | Writes with basic accuracy and limited attempt at correct character formation. Sometimes uses *romaja* in place of characters. Uses basic punctuation. | Attempts to write some characters with limited accuracy. Often uses *romaja* in place of characters. Uses limited punctuation. |
| LKO5-9U – explains and reflects on the interrelationship between language, culture and identity | Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using some:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using minimal:   * terminology of Korean housing * historical and cultural references. |

## Marking criteria – version B

### Students with prior learning and/or experience in Korean

|  |  |
| --- | --- |
| Criteria | Grade |
| Creates a well-designed and detailed eco-friendly house plan, drawing on an extensive range of appropriate vocabulary, linguistic structures and features with highly detailed information including:   * labels of key features * descriptions of key features * at least 3 reasons for the choices and the impact these would have on the environment.   Writes with a high degree of accuracy and correct character formation. Uses correct punctuation consistently.  Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **A** |
| Creates a well-designed and clear eco-friendly house plan, drawing on a thorough range of appropriate vocabulary, linguistic structures and features with detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices and the impact these would have on the environment.   Writes with accuracy and mostly correct character formation. Uses correct punctuation most of the time.  Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **B** |
| Creates a clear eco-friendly house plan using a sound range of appropriate vocabulary, linguistic structures and features, with some detailed information including:   * labels of key features * descriptions of key features * 3 reasons for the choices and the impact these would have on the environment.   Writes with some degree of accuracy and some evidence of correct character formation. Uses correct punctuation some of the time.  Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **C** |
| Creates an eco-friendly house plan using some learned vocabulary, linguistic structures and features including:   * labels * descriptions of key features * 2-3 reasons for the choices and the impact these would have on the environment.   Writes with basic accuracy and limited attempt at correct character formation. Sometimes uses *romaja* in place of characters. Uses basic punctuation.  Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using some:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **D** |
| Attempts to create an eco-friendly house plan, with some words and/or sentences, including some of the following:   * labels * descriptions of the plan * 1-2 reasons for the choices and the impact these would have on the environment.   Attempts to write some characters with limited accuracy. Often uses *romaja* in place of characters. Uses limited punctuation.  Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using minimal:   * terminology of Korean housing * historical and cultural references. | **E** |

## Marking guidelines – version A

### Students with a background in Korean

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcomes | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| LKO5-4C – experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences | Creates a well-designed and detailed eco-friendly house plan, drawing on an extensive range of appropriate vocabulary, linguistic structures and features, including:   * at least 3 labels, with highly detailed information about key features * 4 reasons why the plan should be chosen above others. | Creates a well-designed and clear eco-friendly house plan, drawing on a thorough range of appropriate vocabulary, linguistic structures and features, including:   * 3 labels, with detailed information about key features * 4 reasons why the plan should be chosen above others. | Creates a clear eco-friendly house plan using a sound range of appropriate vocabulary, linguistic structures and features, including:   * 3 labels, with some information about key features * 4 reasons why the plan should be chosen above others. | Creates an eco-friendly house plan using a basic range of learned vocabulary, linguistic structures and features including:   * 2-3 labels, with an attempt to describe these features * 2-3 reasons why the plan should be chosen above others. | Attempts to create an eco-friendly house plan using elementary vocabulary, linguistic structures and features with minor details including:   * 1 description of the plan * 1-2 reasons why your plan should be chosen above others. |
| LKO5-6U – demonstrates understanding of how Korean writing conventions are used to convey meaning | Writes with a high degree of accuracy and correct character formation. Uses correct punctuation consistently. | Writes with accuracy and mostly correct character formation. Uses correct punctuation most of the time. | Writes with some degree of accuracy and some evidence of correct character formation. Uses correct punctuation some of the time. | Writes with basic accuracy and limited attempt at correct character formation. Sometimes uses *romaja* in place of characters. Uses basic punctuation. | Attempts to write some characters with limited accuracy. Often uses *romaja* in place of characters. Uses limited punctuation. |
| LKO5-9U – explains and reflects on the interrelationship between language, culture and identity | Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using some:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using minimal:   * terminology of Korean housing * historical and cultural references. |

## Marking criteria – version B

### Students with a background in Korean

|  |  |
| --- | --- |
| Criteria | Grade |
| Creates a well-designed and detailed plan of an eco-friendly house by drawing on an extensive range of appropriate vocabulary, linguistic structures and features with highly detailed information including:   * 3 descriptions of the plan * 4 reasons why your plan should be chosen above others.   Writes with a high degree of accuracy and correct character formation. Uses correct punctuation consistently.  Demonstrates extensive knowledge and perceptive understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **A** |
| Creates a well-designed and clear plan of an eco-friendly house by drawing on a thorough range of appropriate vocabulary, linguistic structures and features with detailed information including:   * 3 descriptions of the plan * 4 reasons why your plan should be chosen above others.   Writes with accuracy and mostly correct character formation. Uses correct punctuation most of the time.  Demonstrates thorough knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **B** |
| Creates a well-designed eco-friendly house plan using a sound range of appropriate vocabulary, linguistic structures and features with some detailed information including:   * 3 descriptions of the plan * 4 reasons why your plan should be chosen above others.   Writes with some degree of accuracy and some evidence of correct character formation. Uses correct punctuation some of the time.  Demonstrates sound knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **C** |
| Creates a basic eco-friendly house plan using some appropriate vocabulary, linguistic structures and features with few details including:   * 2 descriptions of the plan * 2-3 reasons why your plan should be chosen above others.   Writes with basic accuracy and limited attempt at correct character formation. Sometimes uses *romaja* in place of characters. Uses basic punctuation.  Demonstrates basic knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using some:   * correct terminology of Korean housing * historical and cultural references to describe the eco-friendly house. | **D** |
| Attempts to create an eco-friendly house plan using elementary vocabulary, linguistic structures and features with minor details including:   * 1 description of the plan * 1-2 reasons why your plan should be chosen above others.   Attempts to write some characters with limited accuracy. Often uses *romaja* in place of characters. Uses limited punctuation.  Demonstrates limited knowledge and understanding of how language reflects the culture and identity of Korean speaking communities by using minimal:   * terminology of Korean housing * historical and cultural references. | **E** |